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Alabama College

The State College for Women

BULLETIN



INTER-HIGH SCHOOL MEET · 1936

Extension Division

State Girls' Play Day

Home Economics Contests

Music Contests

Speech and Dramatic Contests

Published Quarterly by

ALABAMA COLLEGE

Montevallo, Alabama

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ORGANIZATION
of
Inter-High School Meet

to be held at

ALABAMA COLLEGE
Montevallo, Alabama
April 2, 3, 4, 1936

COMMITTEE ON ARRANGEMENTS

W. J. Kennerly, Chairman
M. L. Orr, Assistant

ATHLETICS

(Under Alabama High School Athletic Association)

Alfreda Moss crop, Chairman
Elsa Schneider, Assistant
Alabama College, Montevallo, Alabama

HOME ECONOMICS

Lois A. Ackerley, State Chairman
Alabama College, Montevallo, Alabama

MUSIC

H. D. LeBaron, State Chairman
Alabama College, Montevallo, Alabama

SPEECH AND DEBATE

Ellen-Haven Gould, State Chairman
Alabama College, Montevallo, Alabama

HISTORY

In the spring of 1923 Alabama College initiated a State Basketball Tournament for high school girls. It was organized largely by Dr. O. C. Carmichael, then Dean of the College; Miss Rebecca Funk, then Head of the Physical Education Department; Miss Minnie Sellers, an outstanding Physical Education Supervisor in the State; and Dr. M. L. Orr, Director of the Training Schools.

The contests were extended beyond basketball to other fields of activity in the second year, high schools sending exhibits of their work in Clothing and Art; and Speech students to compete in a State Declamation Contest. Music was added in 1925 through contests in Piano, Voice and Violin.

The State Girls' Athletic Association, which was founded at the first Basketball Tournament and which sponsored the event for the first three years, was absorbed by the Alabama High School Athletic Association in 1925.

This Association in 1928 appointed a committee of directors of health and physical education for girls to prepare a comprehensive program of athletics for high school girls which would stimulate interest in a wide range of activities. The formulation of a State point system for junior and senior high school girls resulted. It was approved by the State Department of Education and was made a part of the program of the Division of Physical and Health Education.

The State High School Athletic Association recommended in 1929 the establishment of a State Play Day, for the winners of school and State letters under the point system, and its substitution for the Basketball Tournament.

The College invited winners of school or State letters under the point system to a three-day program in 1930, and four hundred sixteen girls from thirty-seven schools accepted.

The high attendance mark of approximately fifteen hundred has been attained in a single year by the Inter-High School Meet in all its phases.

OBJECTIVES

The program of Alabama College, in addition to its courses leading to the A.B. degree, includes the four special fields of the contests in Home Economics, Speech, Music, and Physical Education.

These subjects have not been given full recognition by

many high schools and yet are vital to the needs of young women. The College, therefore, serves the State in a fuller way by promoting, not only on the campus but also in the high schools, interest in these fields.

Furthermore, in assembling the representatives to enjoy for a few days the associations of college life, many opportunities are opened to hundreds of girls who otherwise might not realize the advantages of continuing their preparation for life's work.

ENTERTAINMENT

Alabama College cares for the board and lodging of the contestants and their official chaperons during this event. The only expense to the high schools in sending their students is the railroad and taxi fare to and from Montevallo, and a registration fee of \$1.50 for schools entering the Home Economics, Music and Speech contests. Schools entering the Play Day **only** will not be required to pay this fee.

Men chaperons will be entertained in private homes.

The College will not entertain bus drivers or others not designated as chaperons or officials. Board and lodging may be secured at nominal rates in boarding houses at Montevallo. Each visitor who will stay in the College dormitories must bring two sheets and a pillow case.

PARTICIPATION

Any high school, public or private and accredited or non-accredited, of the State can participate in all contests except Play Day, in which membership in the State High School Athletic Association is required.

A registration fee of \$1.50 is charged each school entering the Home Economics, Music and Speech contests to cover incidental expenses. Schools entering Play Day **only** will not be required to pay this fee.

All exhibits displayed and all individuals entering any contests must be approved by high schools, at which they are bona fide undergraduate students.

REGULATIONS

A school or individual desiring to enter the Meet must file with the General Chairman by March 25, 1936, the Official Entry Blank, and a Special Information Blank for each phase to be entered except Play Day. The special blank for Play Day is headed "Official Registration List

for State Play Day'' and should be mailed to the Secretary of the Alabama High School Athletic Association by March 23, 1936. The information requested on the Special Information blanks is essential. The names requested on the Official Entry blanks are needed in making preparations for entertainment. All above mentioned blanks are in the back of this bulletin.

Each school represented must have at least one woman chaperon for every 25 students. Chaperons will be assigned rooms near their students and will be responsible for their conduct at the College.

PLAY DAY SECTION

Thursday, April 2, 1:30 P. M., to Saturday, April 4, 8:00 A. M.

An invitation to attend State Play Day is extended to all girls who submit by March 1, 1936, and have approved soon afterwards, applications for both a School and State award (1200 points); but a graduating senior is eligible if she submits by March 1, 1936, and has approved soon afterwards, an application for a School award (800 points), provided all points were earned during the school year of 1935-36. Only girls who have not graduated from high school and are attending junior and senior high schools which are members of the Alabama High School Athletic Association are eligible to attend. All awards approved since May 1, 1935, whether under the old or new point system, will be accepted this year.

All applications for awards should be submitted to the Chairman of the District Women's Committee of the Alabama High School Athletic Association. The official eligibility list giving the names of and other information concerning the girls who are to take part in Play Day must be sent to the Secretary of the Alabama High School Athletic Association by March 23, 1936, and must be signed by the school principal. No lists will be accepted after this date. The eligibility form in the back of this bulletin, or a similar one, should be used. A registration sheet giving names and other information should be sent by March 25, 1936, to Mr. W. J. Kennerly, Montevallo, Alabama, in order that room reservations may be made. The form in the back of this bulletin or a similar one may be used.

The point system has been revised, and new record forms adopted. Full explanations of the system are given in the new State Course of Study in Health and Physical Education for High School Girls, issued free to teachers by the State Department of Education, and a sample point system record form can be secured free of charge from the State Department of Education. A school may make its own records from the sample, or buy printed forms from the Wetumpka Printing Company, Wetumpka, Alabama, for ten cents each for from one to five copies, or for less if a large number is ordered.

Play Day will open officially with a general meeting Thursday, at 1:30 P. M., in Palmer Hall. Every girl should be at Montevallo early enough to get her room assignment before this time. At 3:00 P. M., all Play Day participants must meet at the gymnasium for assignment to teams, and there will be a camp supper Thursday with departure for camp at 4:00 P. M.

The following activities will be included in Friday's program: Play Day Drive Ball, Stunts and Tumbling, Cage Ball, Newcomb, Basket Ball Skills, Baseball Skills, Baseball, Mass Games and Relays, Fifty or Burst, Hop Scotch, Folk Dancing, Clock Golf, and others.

Besides the State Course of Study, the following references are given for these activities: Bancroft, J. R., **Games for the Play Ground, Home, School, and Gymnasium**; La-Salle, Dorothy, **Play Activites for Elementary Schools**; **Spalding Guides, Numbers 115R, 121R, 116R**, published by the American Sports Publishing Company, 105 Nassau Street, New York, N. Y.

Physical Education teachers are urged to read the many excellent articles in the following 1935-36 Spalding Guides: **Basket Ball for Women, Soccer for Women, and The Women's Hand Book.**

There will be a supper for all visiting Physical Education teachers on Friday evening of the Meet when the course of study and the point system will be discussed.

For further information concerning Play Day write Mr. W. J. Kennerly, General Chairman, or Miss Alfreda Moss-crop, Athletic Chairman, Montevallo, Alabama; for Point System information write Miss Minnie Sellers, Jacksonville, Alabama; and for eligibility information write Mr. Sellers Stough, Secretary of the Alabama High School Athletic Association, Box 1425, Birmingham, Alabama.

ADDITIONAL INSTRUCTIONS FOR PLAY DAY

1. Play guests should arrive not earlier than Thursday morning, April 2. The first meal served will be breakfast on that day. The last meal served will be breakfast Saturday. If exceptions are necessary, the request and reasons should be sent to the General Chairman.

2. Play Day entrants are requested not to enter other events because of limited time.

3. Each girl is requested to bring tennis shoes and a suit, such as bloomers and blouses, suitable for playing out of doors. Each girl is requested to wear her Point System Emblem.

4. Only girls who are eligible to participate can be entertained by the College.

5. Chaperons will be assigned rooms adjoining those of their groups and will be responsible for their conduct at all times.

6. Chaperons are requested to see that the attire of their groups is correct. Dresses are to be worn at all times

except during participation in the events of Play Day. Gymnasium suits are never to be worn on the front campus, in the parlors of the dormitories, or in Palmer Hall.

The Chairmen of the District Women's Committees of the Alabama High School Athletic Association are as follows:

District 1, Miss Margaret Thomason, Murphy High School, Mobile.

District 2, Miss Lela Holland, Dothan.

District 3, Section 1, Miss Anne Walker, Sumter County High School, York.

Section 2, Miss Buna Mae Sellers, Ramer.

District 4, Miss Estelle Hightower, Auburn.

District 5, Section 1, Miss Mary Merle Ward, Tuscaloosa.
Section 2, Miss Lois Blue, Jones Valley High School, Powderly.

District 6, Miss Harriet Barnes, Anniston.

District 7, Mrs. Fausteen Jones Richardson, Cherokee.

District 8, Miss Stella Whaley, Snead Seminary, Boaz.

HOME ECONOMICS SECTION

The State Department of Education is cooperating with Alabama College in the State Home Economics Meet for high school girls to be held as a part of the Inter-High School Meet at Montevallo on April 2, 3, 4, 1936. Only regularly enrolled high school students taking home economics are eligible to enter.

The entries for the Home Economics Contest include: 1. Home Economics Year Book; 2. High School Girl's Wardrobe; 3. Personal Account Book; 4. Personal Account Book and Budget; 5. Home Project Report; 6. Child's Play Dress and Bloomers; 7. Boy's Wash Suit; 8. Garment Repair; 9. Home Care of the Sick; 10. Food Preparation; 11. Child Care and Training; 12. School Costume; 13. Afternoon Costume; 14. Meal Planning.

Additional information may be secured from Mr. W. J. Kennerly, General Chairman, or Dr. Lois A. Ackerley, Director, School of Home Economics.

PLANS

In the reorganization of the Home Economics Meet larger and more inclusive entries have been outlined and greater stress will be placed on the work of the schools rather than that of individuals. Management and art principles will be emphasized.

Schools are urged to submit exhibit entries even if unable to send representatives to the State Meet. Participation will stimulate interest in the daily work. The Local Meet will be of great value to the students and the community. Financing the trip to the State Meet can be managed if planned early.

PROGRAM

If a student wishes to participate in more than one entry, the following schedule should be examined carefully, in order to avoid conflicts, before making final plans.

Thursday, April 2

- 8:30- 9:30 a. m. Registration of all home economics contestants in Bloch Hall; arrange for the exhibition of Entries 1, 2, 3, 4, 5, 6, 7, and 8.
- 9:30-12:30 a. m. Entry No. 10. Food Preparation (Group C).
- 11:00-12:00 a. m. Entry No. 11. Child Care and Training. (Groups A, B, C.)

- 1:30- 2:30 p. m. General Announcements, Palmer Hall.
 2:40- 5:00 p. m. Entry No. 10. Food Preparation (Group A).
 2:30- 3:30 p. m. Entry No. 12. Modeling of School Costume (Group B).
 2:30- 3:30 p. m. Entry No. 9. Home Care of the Sick (Group C).
 3:30- 4:30 p. m. Entry No. 9. Home Care of the Sick (Group B).
 3:30- 4:30 p. m. Entry No. 12. Modeling of School Costume (Group C).
 5:00 p. m. Home Economics picnic honoring visiting teachers, chaperons, and contestants.

Friday, April 3

- 7:45-10:15 a. m. Entry No. 10. Food Preparation (Group B).
 8:00- 9:00 a. m. Entry No. 12. Modeling of School Costume (Group A).
 9:00-10:00 a. m. Entry No. 9. Home Care of the Sick (Group A).
 9:00-10:00 a. m. Entry No. 13. Modeling of Afternoon Costume (Group B).
 10:00-11:00 a. m. Entry No. 14. Meal Planning (Groups A, B, C).
 10:00-11:00 a. m. Entry No. 13. Modeling of Afternoon Costume (Group A).
 11:00-12:00 a. m. Entry No. 13. Modeling of Afternoon Costume (Group C).
 1:30- 3:30 p. m. Exhibit of Entries 1, 2, 3, 4, 5, 6, 7, 8. Exhibit of correct selection of Entry No. 11.
 3:30- 6:00 p. m. All schools entering any exhibits should call for them at this time.
 4:00- 5:00 p. m. Joint discussion of Meet findings and problems—judges, high school teachers, chaperons, and Alabama College home economics faculty.

DESCRIPTION OF EXHIBIT ENTRIES

SCHOOL ENTRIES

Entry No. 1—Home Economics Year Book

(Judged by Score Card on page 16.)

A portfolio showing the various means used for acquainting the school and community with the work of the home economics department. This should include a brief outline and description of activities, news items (give dates

and publications), photographs, and other materials presenting the year's publicity program of the department. The material should be mounted on uniform size and type of paper about 8½"x11" and bound together. Material larger than this, such as posters or exhibits, should be reduced by drawings to scale or by photographs of them.

Entry No. 2—High School Girl's Wardrobe

(Judged by Score Card on page 16.)

This wardrobe will include two complete costumes suitable for high school girl and will be exhibited as a unit. This is a school entry stressing the ability to select attractive and suitable garments and combine them in a wardrobe, emphasizing wise choosing and spending. Only one wardrobe may be entered by a school. Each wardrobe must include all articles mentioned below, including:

- A. A school costume.
- B. A costume suitable for informal afternoon and for church.
- C. Underwear and accessories for both.

The costumes should be suitable for the community in which the pupils live. Each costume must be complete, including undergarments, shoes, and hose. The church costume should include a hat. One sleeping garment should be included. The articles need not belong to one girl or be of the same size. An itemized list of the retail cost for all the articles in the wardrobe must be included with the entry. In judging the entry consideration will be given to the total cost of the wardrobe in relation to its attractiveness, suitability and practicability. Any inexpensive wardrobe that fulfills these requirements will be given preference over a more expensive one.

Garments may be old or new. They may be home-made or ready-made, except the following which must be made by an individual pupil as a part of the regular school work:

- A. The school dress must be made in home economics I or II in class or as home practice or home project work. The dress must have regular set-in sleeves and be made of cotton. The total cost of the dress should not exceed \$2.00; a very attractive dress can be made for less.
- B. The informal afternoon and church dress must be made if the school has three years of home economics. It may be a class problem, or a home project or home practice problem. In schools offering only one or two years of work this dress need not be made as part of the school work, but may be

purchased or borrowed for the wardrobe. It must **not** be entered in Entry 13. The dress should be of linen, cotton, or rayon. It must be suitable for any type of informal afternoon.

INDIVIDUAL ENTRIES

Entry No. 3—Personal Account Book. (Open to Home Economics I)

(Judged by Score Card on page 16.)

A personal account book kept six consecutive months showing both income and expenditures. Records must be either all in ink or all in pencil.

Entry No. 4—Personal Account Book and Budget. (Open to Home Economics II and III)

(Judged by Score Card on page 16.)

Same as Entry No. 3, accompanied by a budget for the following year. Entries must be either all in ink or all in pencil. The budget is to be based on a summary of expenses of the past year.

Entry No. 5—Home Project Report. (Open to Home Economics I, II, and III)

(Judged by Score Card on page 17.)

An account of the home project work for the year. This should include a description pertinent to home conditions, name of the project, unit to which it is related, objectives, plan for entire year, work done to date, and results, accompanied by the formal plans and report. It may be illustrated by pictures, drawings, etc. Reasons for doing various things in the project should be included in the written account of the project.

Entry No. 6—Child's Play Dress and Bloomers. (Class work in Home Economics I or II)

(Judged by Score Card on page 17.)

Entry No. 7—Boy's Wash Suit. (Class work in Home Economics I or II)

(Judged by Score Card on page 17.)

Suits must be made with flat fell seams and a placket on each side of trousers.

Entry No. 8—Garment Repair. (Class work in Home Economics I)

(Judged by Score Card on page 17.)

1 pair of darned hose.

1 patched cotton garment.

1 darned woolen garment.

DESCRIPTION OF "IN PERSON" ENTRIES

Entry No. 9—Home Care of the Sick. (Open to Home Economics I or II)

(Judged by Score Card on page 18.)

A team of two girls may enter from each school. They will be expected to do some of the things needed in caring for a patient in the home and in giving first aid treatment.

Entry No. 10—Food Preparation. (Open to Home Economics I, II, or III)

(Judged by Score Card on page 18.)

This contest is non-competitive. It is open to one student from each school who has had or is taking some work in food preparation.

The purpose of the contest is to test the method and skill in food preparation and to demonstrate a standard for the finished product. The contestant will be assigned a partner from another school. They will work together in the preparation of a simple luncheon. The same menu, with supplies and recipes, will be given to each group on entering the laboratory. They will be expected to prepare the food, set up a tray and leave the kitchen in an orderly condition within a one and one-half hour period.

Suitable costume for a foods laboratory must be worn by each contestant. Pot holders and paper towels will be furnished as well as recipes.

Entry No. 11—Child Growth and Development. (Open to Home Economics III)

(Judged by an objective test.)

In this entry students will be compared by an objective test in which they are given an opportunity to apply the principles of Child Growth and Development. Charts and illustrative material may be used to supplement these tests.

Entry No. 12—School Costume. (Open to Home Economics I and II)

(Judged by Score Card on page 18.)

The school costume must be modeled by the girl who made the dress. It must follow the requirements for the school costume as listed under Entry No. 2, but must be a different dress.

Entry No. 13—Afternoon Costume. (Open to Home Economics II and III)

(Judged by Score Card on page 18.)

The afternoon dress must be modeled by the girl who

made it as part of the regular class work, or as home project or home practice work. Other requirements are the same as those listed under Entry No. 2. A hat should be included.

Entry No. 14—Meal Planning. (Open to Home Economics II)

This contest is open to one student from each school who has had or is taking some work in food selection.

The purpose of the contest is to test the student's ability to plan menus and to select food suitable for individual and family needs through the use of objective tests.

The problems will include:

- (1) Supplying the missing meal to a day's menu.
- (2) Completing unbalanced meals by adding certain foods.
- (3) Choosing low cost meals.
- (4) Selecting for special diet needs as—a soft diet, a gaining diet, a reducing diet.
- (5) Selection of food for good nutrition of children, high school students and adults.

This contest will be scored by the grade received for the entire group of tests. One hour will be given for this contest.

The manual used in these tests is covered by reference found in the Manual of Home Economics Education for High School issued by the State Department of Education, Montgomery, Alabama.

RULES OF THE CONTEST

There will be three groups of schools, A, B, and C. Schools will be assigned to groups on the basis of total enrollment of boys and girls in the school grades 9-12. Schools having 201 or more students will be in Group A; those having 101 to 200 will be in Group B, and those having 100 or less will be in Group C.

Entries No. 1, 2, 3, 4, 5, 6, 7 and 8 will be judged by groups of teachers with the aid of one experienced judge. Entries of Class A schools will be rated by teachers from Class C schools; the entries from Class B schools will be judged by teachers from Class A schools; and the entries from Class C schools will be judged by teachers from Class B schools.

Entry No. 10 is non-competitive. This is offered so that the schools may observe the work of students of other schools and to aid in developing standards for food preparation. The scores do not count in the totals of the individual schools.

Rules To Be Read Carefully

1. Clothing classes must enter as a unit. This means that every girl has done the problem. The local judging must be held after the necessary work, as described under the entry, has been completed by each student. Only the best, as selected in the local judging, should be sent to the State Meet.

2. No one girl can participate in more than three entries.

3. Only one girl from a school may participate in an entry, except Entries 1, 2, 9, and 10, each of which requires the work of a school or a team of two girls.

4. All work submitted for the contest is limited to work done since April, 1935.

5. A school must send **only** such articles as are listed in the entries.

6. Any girl entering the State Meet must be in good standing in school and must have scored among the upper fourth in the school "try out".

7. A school, whether it sends representatives or not, may enter in Entries 1, 2, 3, 4, 5, 6, 7, 8.

8. Exhibit entries should be plainly marked with the Entry number, school number, and pupil's name if an individual entry.

9. Directions for marking clothing exhibits: Entries 2, 6, 7, 8, 9.

(1) A school sending or bringing an exhibit must place on top in the box containing the exhibit an inventory of all articles therein, with the name of the school, the name of each girl, the number of each entry, and the total money cost (excluding labor value) of each total entry. This must **not** be pasted to the box.

(2) The entry number, the student's name, and the number of the school must be typed or printed in ink on white cotton cloth and sewed on the wrong side at the bottom of each garment in the back.

Garments not labeled according to directions will be eliminated.

10. Exhibits must be received not later than Tuesday night, March 31, 1936, if mailed; and not later than Thursday morning, 8:30 o'clock, April 2, if brought in person.

11. All representatives attending the Meet **must be registered in person by 9:30 A. M., Thursday, April 2.** Teachers or chaperons should register all representatives and entries from their school at this time.

SCORE CARDS**HOME ECONOMICS YEAR BOOK**

1.	General appearance	20
2.	Material included	80
	a. Effectiveness for desired results	15
	b. Originality	15
	c. Scope and variety	15
	d. Quantity	15
	e. Organization	20

HIGH SCHOOL GIRL'S WARDROBE

1.	General appearance	15
2.	Harmony of entire costume	30
	a. Design of individual articles	10
	b. Color combinations	10
	c. The ensemble	10
3.	Suitability of each costume to use	20
4.	Technique on garments made	15
5.	Cost of article in relation to:	20
	a. Attractiveness	6
	b. Suitability	6
	c. Durability	8

PERSONAL ACCOUNT BOOK

1.	Neatness	20
	a. Words and figures written legibly	
	b. Neat erasures	
	c. Clean and free from ink blots	
2.	Completeness	50
	a. All items entered for entire time	
3.	Accuracy	30
	a. Balance and expenditures equal the income	

PERSONAL ACCOUNT BOOK AND BUDGET

1.	Neatness	20
	a. Words and figures written legibly	
	b. Clean and free from ink blots	
	c. Neat erasures	
2.	Completeness	50
	a. Accounts—all items entered for entire time	
	b. Budgets—Good apportionment of money to be spent; based on expenditures of past year	
3.	Accuracy	30
	a. Accounts should be balanced	
	b. Budgets—Some itemization to show details of purchases to be made and amounts to be spent for various items; approximate cost and number of new clothing to be purchased.	

HOME PROJECT WORK

1.	Objectives	20
a.	Clear and definite, attainable, worthwhile	
2.	Plan	30
a.	Situation—Description of existing conditions; clear and concise plan.	
b.	Feasible—Can it be done? Complete plan including reasons, when reasons would not be evident to a stranger reading the plan.	
3.	Report	40
a.	Adaptability of plan to any situation that might arise.	
b.	Gains—What has been acquired in new knowledge; skill in manipulation; ability to manage? Was the object accomplished? If home improvement, how has your home been made more convenient and attractive?	
4.	General organization of the story	10

CLOTHING EXHIBITS, ENTRIES 6, 7**Children's Garments**

1.	Suitability of design and material	65
a.	Self help aspects	20
	Design	
	Fastenings	
b.	Economic aspects	15
	Durability	
	Provision for growth	
	Ease of laundering and cleaning	
c.	Artistic aspects	30
	Beauty of design and color	
	Simplicity	
	Design in scale for child	
2.	Workmanship	35
	Neatness and quality of stitching	
	Thread fastened	
	Reenforcements where necessary, etc.	

CLOTHING EXHIBIT, ENTRY NO. 8**Garment Repair**

1.	Inconspicuousness of repair	60
a.	Choice of thread or material	20
b.	Size and position of stitches	20
c.	General neatness of work	20
2.	Durability of result	30
3.	General appearance of exhibit	10
a.	Cleanliness	
b.	Pressing	

HOME CARE OF THE SICK

1.	Ability to meet an emergency	25
a.	Organization of work	15
b.	Ease in handling	10
2.	Selection	25
a.	Treatment	15
b.	Materials and equipment	10
3.	Techniques	25
a.	Accuracy	10
b.	Utilization of time	5
c.	Ability to carry out directions	5
d.	Quality of result	5
4.	Personal qualifications	25
a.	Attitude toward patient	5
b.	Ability to control the situation	10
c.	General appearances	10
	(Neatness, cleanliness, appropriate dress)	

FOOD PREPARATION

1.	Personal appearance of contestant	10
	Costume—Suitability, cleanliness and neatness	
2.	Preparation of food	80
	Organization of time and work	10
	Economy and use of equipment	10
	Management of fuel	10
	Skill in preparation	10
	Method of preparation	10
	Standard products	20
	Appearance of table	10
3.	Laboratory neatness	10
	Equipment clean and in order	
	Towels clean and neatly hung	

SCHOOL AND AFTERNOON COSTUMES

1.	General appearance	15
a.	Costume—neatness of finish, pressing and cleanliness	5
b.	Wearer—personal hygiene, condition of hair, nails, etc.	5
c.	Personality, poise, graciousness	5
2.	Style	25
a.	Posture of wearer	9
b.	Design of costume	8
c.	Fit of garment	8
3.	Material	20
a.	Color, becomingness to wearer, suitability to purpose	7
b.	Design of material and trimming	6
c.	Wearing qualities, fastness of color, texture	7

4.	Workmanship	10
5.	Appropriateness	10
6.	Accessories	10
7.	Cost	10

RECOGNITION

1. A recognition ribbon will be presented the school in each group receiving the highest total number of points. The points will be based on the following ranking or score of each entry:

To receive recognition for first place the entry must score above 94; for second place, above 87; and for third place, above 80. Any contestants tying for a place will each receive the full number of points.

2. An achievement certificate will be given each school showing its total number of points. Schools which rank second and third in number of points will receive honorable mention.

POINTS SCORED BY EACH ENTRY

School Projects:	First	Second	Third
Home Economics Year Book ---	20	12	6
High School Girl's Wardrobe ---	20	12	6
The Family:			
Child Care and Training	15	9	4
Home Care of the Sick	15	9	4
Home Management:			
Personal Account Book	15	9	4
Personal Account Book and Budget	15	9	4
Home Project Report	20	12	6
Meal Planning:	15	9	4
Clothing:			
Child's Play Dress and Bloomers	5	3	1
Boy's Wash Suit	5	3	1
Garment Repair	5	3	1
School Costume	10	6	3
Afternoon Costume	10	6	3

THE TRIP TO THE STATE CONTEST

To the Winners in Local Contests:

It is an honor for a student to have been chosen in the local contest to represent the best home economics work

done in her school. Contestants are urged to remember their obligation to themselves, to their teachers and schools, and to the field of Home Economics to maintain high standards in appearance and conduct because this is a part of their Home Economics Training.

GENERAL INFORMATION

CHILD GROWTH AND DEVELOPMENT

The study of child growth and development should be a part of all home economics programs. The scope and trends of the study are influenced by the preparation of the teacher. This field of teaching is in a state of flux because research is continually bringing facts to light which replace empirical thinking. A high school teacher of home economics can keep modern in her teaching of child growth and development by studying such contemporary publications as, **Child Study**, **The Parents Magazine**, **Journal of Home Economics**. Some references suitable for study and discussion of child development at the high school level follow. The material in these references covers the principles of child care which the student will be expected to know.

Author	Publication	Publisher
Goodspeed & Johnson	Care and Training of Children	J. B. Lippincott
Faegre & Anderson	Child Care & Training	University of Minn. Press
Trilley & Nicholas	The Girl and Her Home	Houghton Mifflin Co.
Justin & Rust	Problems in Home Living	J. B. Lippincott
Thom	Everyday Problems of Everyday Child	D. Appleton & Co.
Publication No. 30	The Child from One to Six	Children's Bureau
Publication No. 8	Infant Care	Children's Bureau
Manual of Home Economics	Education for High School	Ala. Dept. of Education

HOME ECONOMICS YEAR BOOK

The purposes of the year book are: First, to help develop the interest and responsibility of home economics departments of the Alabama high schools for acquainting the community with objectives and the projects developed in the home economics department; second, to help develop a state-wide informational program for the benefit of citizens

of Alabama regarding the program and activities of home economics in the State; third, to promote the continued growth of intelligent support of home economics throughout the State; fourth, to stimulate the home economics students and teachers to do increasingly better work as they gain the interest and support of their homes, schools, and communities.

PERSONAL ACCOUNTS AND BUDGETING

The record of personal accounts is to show how money has been handled by the individual. This includes a record of both the girl's income and expenditures over a period of at least six months.

There should be a column for Income, in which allowances and money earned is recorded.

Other columns should be headed: Clothing, Personal, Church and Gifts, Education, and Amusements. All expenditures for accessories to the wardrobe and all cleaning of clothing should come in the Clothing column. Materials for making personal garments in home economics are clothing expenditures. In the Personal column, cosmetics, tooth brushes and paste, shampoos and waves, stamps and stationery, etc., should be recorded. The Education column includes all school supplies and expenses. Amusement expenditures include all recreation, and extra food bought.

A budget is an estimate of the future use of money. It should be based on the set of accounts kept for the previous year.

HOME PROJECTS

The home project must meet a real need of the girl or her home. Excellent projects can be carried out by spending little if any money. There is an unusual opportunity for home economics classes through home projects to make practical application of their work by helping to have happy, successful homes even though many incomes have been lowered.

The girl, after consulting her mother and teacher, should select the job to be done, having a definite goal before starting it. The project should be so related to the class work as to require application of what has been learned in class. In addition, the project should be planned so that there will be new learning, and it should be carried out under normal home conditions.

Plans for beginning the project are to be carefully worked out, with a separate listing of the new things to learn and things which are practice work only. The plan may be expanded as new points develop. A description

of the home situation affecting the project should be included in the plan. If it proves feasible to make changes during the project, it is desirable to state the reasons for them. The help needed in solving new problems may be obtained by reading or from people. A list should be kept of references read and other help received, and a record should be kept of each job completed and its result.

Each girl should make a final report of her work. This summary should be her own evaluation of her work—what she has learned, what she has accomplished in improving herself or her home or in ability to manage. Pictures, drawings, comments of people, and other illustrations help to give a clear picture of the project.

MEAL PLANNING

Certain nutritional needs must be kept in mind in planning meals. If each day you include the following foods or types of foods in the diet, you may feel satisfied that you are providing nourishing meals.

- a. One quart of milk for each child. A pint for each adult; this may be used as a beverage, and in soups, sauces, desserts and other preferred dishes. Buttermilk, powdered, evaporated, canned or sweetened condensed milk may be substituted for fresh milk.
- b. Two servings of fruit. A raw or citrus fruit, or fresh or canned tomatoes should be used at least three times a week. Cooked and dried fruits may be used all other times.
- c. Two servings of vegetables, besides potato, one of which should be raw or leafy.
- d. An egg.
- e. One serving of meat, fish, or a substitute such as an egg or cheese dish.
- f. Two servings of grain products such as whole wheat bread, cornbread, or whole grain cereals such as oatmeal or shredded wheat.

These foods supply the necessary protein, minerals, bulk, and vitamins. Additional calories to meet the daily need may be obtained by adding bread, butter, desserts, dried peas and beans, grits, or any other desired foods.

HOME CARE OF THE SICK

In selecting the sick room preference should be given to a room which is quiet, near the bathroom and well removed from cooking odors. Good ventilation is essential. All furnishings should be easy to clean. Necessary furni-

ture includes a bed, a small table to stand by the head of the bed, a dresser, two chairs, and a wall thermometer. Flowers add color, variety and interest.

The sick room should be kept thoroughly clean at all times without stirring dust. Oil mops, dustless dust cloths, damp cloths, and covers for brooms help to accomplish this. The sick room should be orderly as well as clean. Food and medicine should be kept in proper places. All used dishes, soiled linens, etc., should be removed at once. Every necessary article, should be kept in its place and unnecessary ones removed.

The attendant should wear a neat, clean, washable dress. She should be able to use simple devices which make the patient more comfortable; to change bed linen with the patient in bed; bathe patient; take temperature, pulse and respiration; plan menus and feed patient; make poultices, give medicine, and other procedure needed in carrying out the doctor's directions.

The attendant should be able to meet minor emergencies in the home such as treating burns, cuts, sprains, bruises. This will involve a knowledge of simple bandaging.

CLOTHING SELECTION AND CONSTRUCTION

The desire for style is an important factor in modern dress and is one of the reasons people often prefer to buy their clothing. Bought clothing may also be desirable because of lack of time or the low cost of some types of mass production. Every home economics student should consider these points when starting to construct a garment and should strive to make any garment that she constructs superior to one she could buy at a similar cost. To do this attention must be paid to the following factors of dress:

1. **Design.** The dress design must be suitable for its use and the material, not plain enough to be monotonous or so elaborate as to cause confusion. It should be becoming to the wearer.

2. **Fit.** In order to have style a dress must fit well. The seams must be correctly placed. The amount of fullness allowed must be comfortable and agree with the fashion silhouette. Particular attention should be given to the fitting of sleeves. If a cap is too short (a common fault of commercial patterns) it can be corrected by cutting the sleeves of the dress out under the arm, thus deepening the cap, or by altering the depth of the cap on the pattern before cutting out the dress.

3. **Workmanship.** No garment has real style when the workmanship is poor or unsuitable. Avoid the use of too

coarse thread for machine stitching. A mixture of decorative hand and machine sewing showing on one garment is usually undesirable. Seams and stitching should be kept as inconspicuous as possible unless used for decoration. A hem put in with a slip stitch is better than one hemmed with close slant hemming or by machine. The size and kind of seams used should be determined by the weight and weave of the material. Overcasting or double stitching is a suitable armseye finish for most wash dresses. Buttons are more suitable than snap-fasteners for garments that need frequent washings. Fasteners should be sewed on securely with a single thread. No loose threads and no knots should show. Biases should be evenly cut and well joined. Care should be taken not to soil and muss garments in working on them. Pressing of seams, edges, etc., is a great aid during construction.

4. Selection of Materials. Material should be selected to suit the design and purpose of the garment and to be becoming to the wearer. For garments that receive hard usage and frequent laundering durable cotton or linen materials of fast color and low degree of shrinkage are best. Suitable materials for the school dress and the kitchen costume include Indian head, prints, gingham, and percale. For afternoon dresses where daintiness is a characteristic sheerer materials may be chosen, such as voile, organdy, lawn, dimity, and dotted swiss.

The design of the material should cover the surface quietly and evenly, without giving a spotted effect when seen from a short distance. Large figured material should be avoided by the very large or the very small person. Plaids, vivid colors and glossy finishes, tend to make a person look larger and conspicuous.

Trimmings should harmonize with the type of costume and the material used. For school dresses, piping, binding, smocking, cross stitching, trimming in contrasting material, etc., may be used attractively. For more sheer material draped effects, shirrings or, in a few cases, lace may be used. Avoid spotted effects in trimming or too much decoration. Avoid buying cheap-looking, tawdry, or imitation materials. It is better taste and economy in the end to buy good things.

5. Accessories. Accessories may play a double part in a costume, being both useful and decorative. They include hats, shoes, hose, gloves, flowers, belts, ties, handkerchiefs, purses, jewelry, handbags, and umbrellas. It has been said that all art begins in need—hence we may avoid some pitfalls by first determining whether or not an article is necessary, that is, whether the costume would appear incomplete

without it or be spoiled by such additions. Therefore, accessories should be well chosen and carefully used.

6. Shoes and hose. Shoes and hose should be serviceable and good in design. Novelty designs and strong color contrasts between them and the dress attract undue attention to the feet.

Shoes should fit the foot correctly, being long enough, snug around the heel, and fitted under the arch with the first joint of the big toe directly over the out curve of the sole.

The type of shoe should harmonize with the type of costume and be suitable for the amount of standing or walking to be done. Shoes used for school, house work or walking should have a flexible shank, a straight inner line and low broad heels. Oxfords give better support than pumps or strap shoes. For occasional use dress shoes may be worn.

Shoes should always be well cared for—polished, and with no run-down heels or turned up toes.

7. Undergarments. Undergarments are the foundation for the dress and should never be conspicuous, either by their absence or presence. Therefore, bright colors, colored ribbons, edgings, and elaborately trimmed undergarments should be avoided. The design for the top of the undergarment should conform to the shape of the neckline of the dress, especially if the dress is of sheer material.

8. Cost. Style depends upon a wise selection and combination of attractive and suitable articles of dress and not necessarily upon quantity or actual cost. The cost should always be considered in relation to the girl's fair share of the family income. By wise planning and spending attractive clothes may be had for a very small expenditure.

9. Physical appearance and grooming. To look well-dressed a person must be immaculately groomed. Good posture and good health, with about average weight, help one to have a distinctive appearance. Clothing should permit freedom of movement. If it is too tight it binds and looks uncomfortable and makes the person appear too large for the garment.

MUSIC SECTION

PROGRAM

Thursday, April 2

- 1:30 p. m. **Palmer Hall.** General Meeting.
- 2:15 p. m. **Concert Hall.** Drawing of numbers for order of performance.
- 2:45 p. m. **Concert Hall.** Judging of preliminary performances.
- 2:45 p. m. **Room 1**
Theory Tests.
- 2:45 p. m. **Rooms 3-4**
Seashore Tests.
- 7:30 p. m. **Concert Hall**
Recital, Music Faculty, Alabama College.

Friday, April 3

- 9:00 a. m. **Concert Hall**
Continuation of preliminary trials.
- 9:00 a. m. **Room 1**
Continuation of theory tests.
- 9:00 a. m. **Rooms 3-4**
Continuation of Seashore tests.
- 2:30 p. m. **Concert Hall**
Ensemble performances.
- 3:00 p. m. **Concert Hall**
Semi-finals solo performance.
- 3:30 p. m. **Concert Hall**
Discussion of the contest sonata by Mr. Ziolkowski.
- 4:00 p. m. **Room 1**
The "new education" and piano instruction by Mrs. Chamberlin.
- 4:30 p. m. **Room 1**
Readjustment in music to changing times by Mr. LeBaron.
- 7:30 p. m. **Palmer Hall**
Finals in all sections of the Meet.

Aims of the Music Section. The primary aim of the Meet is to offer to teachers who care to cooperate, the stimulus afforded students in hearing other talented students perform and thus to get a truer perspective in judging their

own accomplishments. The thought of a contest for the sake of winning, while undoubtedly always present, is minimized by those organizing the Meet. The idea of educational gain to the student is the only justifiable reason for holding the Meet. Hence the stress on the theoretical subjects and upon the organization of performance under definite headings, objectively considered.

Another aim of the contest is the discovery of superior musical talent. To this end, evidence of the appreciation of the musical elements, together with their proper coordination, will be valued above mere technical ability.

It is the further aim of those organizing the contest to aid in developing that form of music in which the majority of present high school students may participate with the greatest pleasure and profit. Group participation in music, besides being good training in team-work for the future citizen, affords the mature individual musical and social pleasure which limited time for practice makes impossible in the field of solo performance. While solo study is essential to ensemble participation, the ideals of group work must be developed from the beginning if they are to function in the adult.

Eligibility. Any regularly enrolled **undergraduate** student in a high school, junior or senior, in the State of Alabama, who is in good standing and under twenty-one years of age, is eligible to register for the contest. Students of instructors in the School of Music of Alabama College are excluded. Membership is not required in any organization other than the high school. **Each student must have a statement from the principal of her high school, stating the units of credit already earned and the total to be completed at the end of the current year.**

Entry. Application should be made to the General Chairman of the Inter-High School Meet, Mr. W. J. Kennerly.

Prizes and Honors. Alabama College offers one \$50 scholarship for each of the four solo contests—organ, piano, violin, and voice, and for orchestral instruments. While preference will be given to students in Senior III class in high school who will have completed fifteen units by the end of the current year, it is possible that the judges may make an award to a member of a lower class if the Senior III standards are not sufficiently high. This scholarship is applicable to the student's tuition in the regular sessions of the School of Music of Alabama College. The judge's ranking in the finals will indicate the order of claim upon the scholarship. Not later than August 1 the individual ranked Number 1 must give written notice to the President

of the College of intention to use the scholarship the following September. Should she elect not to use the scholarship, it will be offered to the next in rank through the list until one is found who desires it. The scholarship may not be awarded in a given contest if there are less than three contestants, and it will not be awarded unless the proficiency of performance meets the approval of the judges and the music chairman.

Orchestral Instruments. The music contests offer awards to performers on some of the rarer orchestral instruments. While competition is not always possible, demonstrations at the time of the Inter-High School Meet should be arranged in advance with the Music Chairman.

Examinations. With the exception of examinations V, VI, and VII, which are elective, the following examinations will be required of students in the senior high school. Junior high school students may take any examination for which they feel prepared. A student repeating an examination may have a higher record substituted for a previous lower record. Examinations will be given in Montevallo.

1. **Elementary Theory.** As an aid to teachers in developing a more scholarly approach to the study of music, an examination in elementary theory will be required. This will be based upon the first fifty-three pages of Gibbon's Catechism of Music. (See omissions to be made in text under Advanced Theory.) As far as practical this examination will be given in connection with the music of the required solo composition. It is hoped that teachers will connect theory and performance and not permit the text to be merely a test in memory.

2. **Advanced Theory.** The record of every Senior III must include this examination. It will be based on Gibbon's Catechism of Music (pages 1 to 76 inclusive). To make the theory more practical the following questions may be omitted: Numbers 52, 53, 54, 55, 203, 204, 205, 222, 233, 234, 236, 261, 262, 270, 271, 332, 375 to 381 inclusive, 431, 434, 435, 436, 437, 438, 439, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, and Chapter XXIII—at the piano. Corrections of the Text: p. 64, ques. 416—Eb and p. 68, ques. 449—G B D.

3. **Sight Reading.** The record of every Senior III must include one or both sections of this examination.

Instrumental (Piano).

A. Hymns of the degree of difficulty of Nicaea—"Holy, Holy, Holy".

B. Compositions of the degree of difficulty of Consolation in E Major from Mendelssohn's "Songs Without Words".

Vocal.

A. Songs of the degree of difficulty of "Old Kentucky Home".

B. Songs of the degree of difficulty of "Silent Night".

4. **Seashore Tests.** Two of the Seashore tests in musical talent will be given. No preparation is possible for these tests.

5. **Appreciation (Elective).** This examination will be based upon the first book of "The Complete Book of the Great Musicians",* by Scholes and Earhart. The first half of "People and Music", McGehee, may be substituted.

6. **Appreciation (Elective).** This examination will be based upon the second book of "The Complete Book of the Great Musicians",* by Scholes and Earhart. The second half of "People and Music" may be substituted.

7. **Appreciation (Elective).** This examination will be based upon the third book of "The Complete Book of the Great Musicians",* by Scholes and Earhart.

Performance. The solo performance trials will use an "assigned Composition" (see later paragraph) and a "choice Composition". The latter must be selected from the list appended. In the preliminary and semi-finals the performers are concealed from the judges. It is not necessary to play from memory although it is advised. Evidence of musicianship, the coordination of musical elements, will be valued above mere technical display.

Group Performances, both Vocal and Instrumental. Trios, quartets, and larger ensembles may be used. Schools will be separated into three groups, each group to compete within its own membership: "Group A," to consist of schools of one thousand or more students; "Group B," of three hundred to one thousand students; "Group C," of less than three hundred students. Recognition of group work will be made according to the "Kansas system". Each group will be rated upon a definite scale and will be able to compete with its own record from year to year.

Judging the Contest. Participants in solo and group performances will be concealed from the judges in the pre-

*("The Complete Book of the Great Musicians," by Scholes and Earhart may be ordered from Carl Fischer, Inc., Cooper Square, New York. The price is \$3.50. It is also available in three parts, as follows:

"The Book of the Great Musicians," being the first part of the above book—School Edition, Net \$1.25.

"The Second Book of the Great Musicians," Sch. Ed., Net \$1.25.

"The Third Book of the Great Musicians," Sch. Ed., Net \$1.25.)

liminary examination. Evidence of musicianship, not mere technical display, will be valued. As an aid to both teacher and pupil, the following analysis of the basic musical elements is offered:

Points to be valued in performance, and their definitions.

Rhythm. Adequate basic pulsation suited to the character of the composition and to the means of performance: *accelerandos*, *ritards*, and *rubatos* consistent in variation.

Phrasing. Figures, phrases, and larger elements of structure made sufficiently vivid to support consistently the character of the composition.

Dynamics. Climaxes of phrase, section, and whole composition with contrasts and graduations suited to the character of the composition.

Quality of Tone. Tone suited to character of composition, varied, and produced fluently even under technical and emotional stress.

Artistic Unity. Coordination of all elements inspired by conception of the composition as a unity of emotional purpose.

Diction (Vocal). Unrestricted projection of song in moderately sized auditorium so that context is fully grasped by auditor even in passages of technical and emotional intricacy.

Intonation (Vocal, Strings, and Wind). No deviations of a disturbing nature.

Adjudication. The selection of a winner based on the addition of the judges' arbitrary figures often results in injustice in close contests and often defeats their aim. The claimant of the scholarship will be decided in the following manner.

The judges will select for the finals two or more contestants who, through examination and performance in the preliminary hearing, demonstrate the possession of superior musical talent. In the finals the judges will rank the contestants, and although the point system will influence their decision, it will not wholly govern it.

The Point System. This system is intended to encourage group participation as well as solo performance and to stimulate interest in the various tests and examinations. It is to be observed that participation alone will enable a student to gain a certain number of points regardless of the fact that she may not gain additional points in ranking.

1. Participation in the contest by Junior High School student 2 points
2. Participation in the contest by Senior I student 2 points
3. Participation in the contest by Senior II student 3 points
4. Participation in the contest by Senior III student 4 points
5. Participation in vocal or instrumental ensemble, duet or trio 1 point
6. Participation in double piano, or piano and two other instruments 5 points
7. Participation in any of the examinations, I to VII inclusive, each 2 points
8. Ranking in the highest 10 per cent in the semi-final performance (Solo or ensemble) 5 points
9. Ranking in the next 10 per cent in the semi-final performance (Solo or ensemble) 3 points
10. Ranking first in the finals (Solo) 10 points
11. Ranking second in the finals (Solo) 7 points
12. Ranking in the first 10 per cent in any of the examinations, I to VII inclusive 5 points
13. Registration as Music Major in School of Music 5 points

As a further aid to the student and teacher in forming a picture of their work one judge will use the Kansas system of recording exclusively.

Honor Rating	I	Highly Superior
Honor Rating	II	Superior
Honor Rating	III	Excellent
Rating	IV	Good
Rating	V	Average
Rating	VI	Below average
Rating	VII	Inferior

These ratings together with the students' other achievement records will be sent to each teacher after the contest.

REQUIRED AND CHOICE COMPOSITIONS FOR THE 1936 CONTEST

REQUIRED COMPOSITION—PIANO A		Net Price
Sonata in C Sharp Minor	Haydn	\$.32
(Schirmer Library Vol. 329, No. 6)		

CHOICE COMPOSITION—PIANO A		
Polish Dance	Thoma	.28
Gavotte G Major	La Forge	.40
Humoreske	Kjerulf	.28
Scherzo B ^b	Schubert	.24
Mazurka B ^b	Chopin	.20
Tartantella A Minor	Priczonka	.32

REQUIRED COMPOSITION—PIANO B		
Sonatina	Kuhlau, Op. 55, No. 1	.24

CHOICE COMPOSITION—PIANO B		
Warrior's Song	Heller, Op. 45, No. 15	.20
Song from Sea Pieces	(in book) MacDowell	1.13
Valse Mignon	Heller, Op. 45, 13	.20
Butterflies	Grant Schaefer	.40
Legende Norwegian Suite	Torjussen	.32
Scene from Imaginary Ballet, No. III	Coleridge Taylor	.40

Voice (Contralto)

REQUIRED COMPOSITION FOR CONTRALTO		
Sylvelin	Sinding	.24

CHOICE COMPOSITION FOR CONTRALTO		
Baby's Laugh, Key F.	Ward-Stephens	.32
A Little Fleet of Cloud-boats, Key B.	Woodforde-Finden	.48
A Slumber Song, Key F.	H. Gilmore	.24
The Little Hills, Key F.	Gleeson	.40
Mr., Mr., Robin, Key F.	K. Glenn	.40
Noon and Night	Hawley	.40

Voice (Soprano)

REQUIRED COMPOSITION FOR SOPRANO		
Snowbells	Schumann	---
Ladybird	Schumann	---
Sunday	Brahms	---
(Can be had in "Collection of Brahms Master Songs" Vol. 2-578 Schirmer Li- brary)		

CHOICE COMPOSITION FOR SOPRANO

The First Primrose	Grieg	.24
When Daisies Pied and Violets Blue	Th. Arue	.28
Day Is Done	Margaret Lang	.40
Lady Moon, Key D ^b	C. Edwards	.40
In Maytime, Key E ^b	Aley Speakes	.48
A Chinese Lament	Bourdon	
The Cupboard	Dwight Conn	.40

Violin

REQUIRED COMPOSITION FOR VIOLIN

1st Movement (Adagio) from Sonata No. 3 in F Major	Handel	.72
(Only in 1st Vol. of SONATA No. 321 —Ditson Ed.)		

CHOICE COMPOSITION FOR VIOLIN

Madrigale	Simmonetti	.28
Rondino	Kreisler	.80
Minuet	Haydn-Friedberg	.80

Organ

Those interested in the study of organ upon entering college but who have not had opportunity for organ study during the high school course may compete for an organ scholarship in a contest by using the same outline as the piano contest and by using the piano rather than the organ for performance.

Those who have already studied organ may present the following compositions:

REQUIRED COMPOSITION FOR ORGAN

Prelude and Fugue No. 2	Bach	.75
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CHOICE COMPOSITION FOR ORGAN

Andantino	Franck	.40
Vision	Rheinberger	.40
Hosanna	Wachs	.48

The prices indicated are furnished through the courtesy of Lyon and Healy, Wabash Ave. at Jackson Blvd., Chicago, Ill.

SPEECH AND PLAY PRODUCTION SECTION

The Speech contests are divided into the following classifications:

- I. Interpretation
 - A. Poetry
 - B. Prose
 - C. Story Telling
- II. Speech
 - A. Tests for purest speech and best voice
 - B. Debate
- III. Plays

Regulations

Limitations. Each school is allowed one contestant in Poetry; one in Prose; one in Story Telling; one in Tests; two teams (one negative and one affirmative) of two students each in Debate; one play cast, the number in the cast being unlimited.

Eligibility. Only bona fide girls of undergraduate standing and of Senior High School rank, pursuing a course toward graduation, may enter.

Selections. All numbers must have merit in literary value, and all except the stories used in the Story Telling Contest must be memorized. Plays must be one act.

Specific Instructions Regarding Selections: To enter the Poetry group a contestant must write to the Chairman of Speech and Debate for the Syllabus of poems containing definite instructions. No poem will be accepted which is not listed in the syllabus. A list of stories will be sent the contestant from which she must select her story for the Story Telling Contest.

Plays of "slap-stick" variety are not acceptable. Plays with men's parts for the leads are not advisable; and difficult stage settings and properties are not encouraged. The simulating of an idea often makes a more artistic piece of work and gives the judges a better opinion of a player's ability. New and non-royalty plays are preferable. Names of play publishers will be supplied by the chairman of this division on request.

Four weeks prior to the date set for the opening of the tournament copies of contestant's prose numbers and of plays which a school plans to present must be in the hands

of the chairman. Send these directly to the Chairman of Speech Contests, Alabama College, Montevallo, Alabama. This will allow the committee to advise the entrant as to the acceptability of the selections.

Time. Prose must not be over eight minutes; Plays not over thirty minutes, including set-up; Debate not over twenty minutes to a side; Story Telling not over eight minutes. The right is reserved by the judges to call time when it is felt that a decision can be rendered on the work.

Registration. Each school expecting to enter any phase of the Speech or Play Production contests must fill out carefully the Speech Information Blank for Speech contests in the back of this bulletin and mail it before the date specified.

Two schools may not enter the same play. The right to produce a play goes to the school which registers the selection first.

Preliminaries. Where the number of contestants demands, preliminaries will be held.

Basis of Judgment. Readings will be judged on articulation, pronunciation, voice, platform ease, poise, delivery and interpretation.

Plays will be judged on the basis of directing and acting, including pantomime and speech; stage craft, including scenery, properties, lighting, and adjustment to setting available; and choice of play. Choice of play will count thirty per cent; acting fifty per cent; and staging twenty per cent.

Debates will be judged on the basis of knowledge and analysis of question, organization and adaptation of arguments, and delivery and speech.

Awards. No award will be made if the work falls below an acceptable standard. The award must be used the first year attending college.

Prizes. A fifty dollar scholarship in Speech at Alabama College will be given the winners of the Poetry and Prose contests. Other awards will be announced.

Subject for Debate. "Resolved: That the State Shall Supply Adequate Medical Service to All Its People at Public Expense."

Play Production. All plays will be required to be set before either a gray, black or gold drape for background. In the early registration the choice must be specified so that arrangements can be made for shifting. The gray

background will allow a larger setting, 15 feet deep; the gold or black allows a setting only 7 feet deep. If a light plot is desired, this too must be specified in advance. Demands for type settings in furniture cannot be met.

A diagram of stage setting as well as a furniture list must be submitted early. A school will be held responsible for its own small properties. Local counsellors will assist and advise in collecting such properties, but accuracy in detailed settings cannot be promised.

Round Table. A meeting will be held for discussion of problems, weaknesses, possibilities, and for exchange of helpful suggestions by judges, directors, and speech department faculty. Others interested are also invited to attend.

SPECIAL INFORMATION BLANK**Music Contests**

(Must be mailed to General Chairman by March 25, 1936.)

Name of School _____ Location _____

Please list below the names of students desiring to enter the various music contests together with additional information called for.

Student's Name	Total H. S. Units Earned by End of Last Year	Probable No. of Units by End of This Year
Piano		
Organ		
Voice		
Violin		

Orchestral Instruments
(Specify)

Group Performances
(Specify)

The above students are all bona fide undergraduates of this high school.

Principal_____

Music Teacher_____

SPECIAL INFORMATION BLANK**Speech Contests**

(Must be mailed to General Chairman by March 25, 1936.)

Name of School _____ Location _____

Please list below the names of students desiring to enter the various Speech contests together with additional information called for.

Poetry

Name of student _____

High school class of student _____

Name of selection _____

(Copy of selection should be enclosed)

Prose

Name of student _____

High school class of student _____

Name of selection _____

(Copy of selection should have been sent by March 13)

Story Telling

Name of student _____

High school class of student _____

Speech Tests

Name of student _____

High school class of student _____

Debate

Names of students _____

(Place high school class of student after each name.)

Play

Name of play

Author of play

Names of students

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(Place high school class of student after each name.
Copy of play should have been sent by March 5.)

PROPERTIES DESIRED FOR PLAY, DIAGRAM OF
STAGE DESIRED, AND OTHER SUGGESTIONS.

The above students are all bona fide undergraduates
of this high school.

Name of Principal

Name of Speech Teacher

OFFICIAL ENTRY BLANK

To be sent by each school to the General Chairman, Mr.
W. J. Kennerly, Montevallo, by March 25, 1936.

Name of School..... Location.....

List below the names of all students and chaperons
who will attend the Inter-High School Meet from your
school.

1
2
3
4
5
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28
29
30

Signature of Principal

Chaperons

.....
.....

SPECIAL INFORMATION BLANK

Home Economics Contests

(Must be mailed to General Chairman by March 25, 1936. Upon receipt of this sheet each school will be given its school number and grouping.)

Name of school

Place

Name of teacher

Address of teacher

Training of teacher

Home Economics Certificate (special, special professional)

Total enrolled in grades 9-12

Number of years home economics is taught (grades 9-12)

Number of girls enrolled in home economics:

Grade 9

Grade 10

Grade 11

Grade 12

Courses used in home economics (special or state)

Entries to be entered (give entry numbers)

Number of girls coming to the Home Economics Meet

Are you coming with your girls?

If not, give name of chaperon

Remarks:

THIS BLANK MUST BE SUBMITTED ON OR BEFORE
MARCH 23, 1936

Alabama High School Athletic Association

OFFICIAL REGISTRATION LIST FOR STATE PLAY DAY

-----Alabama

-----193-----

Sellers Stough, Secretary,
Box 1425,
Birmingham, Alabama.

I have assured myself that according to records on file in my office all girls whose names appear below are eligible by the rules of the Alabama High School Athletic Association to represent the ----- High School in the Annual State Play Day to be held at Alabama College, Montevallo, Alabama, on April 2, 3 and 4, 1936.

SENIOR HIGH SCHOOL		JUNIOR HIGH SCHOOL	
Last Name	First Name	Last Name	First Name
1.		13.	
2.		14.	
3.		15.	
4.		16.	
5.		17.	
6.		18.	
7.		19.	
8.		20.	
9.		21.	
10.		22.	
11.		23.	
12.		24.	

Respectfully,

Chaperon ----- Principal

